



# **Tapestry Charter School**

## **2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Melissa Rivera, K-4 Principal, Lindsay Lee, 5-8 Principal, Sara Hilligas, 9-12 principal, Jennifer Pangborn, Chief Academic Officer, and Eric Klapper, Executive Director prepared this 2023-24 Accountability Progress Report on behalf of the charter school’s board of trustees:

<b>Trustee’s Name</b>	<b>Office (e.g. chair, treasurer, secretary)</b>	<b>Committees (e.g. finance, executive)</b>
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Eric Klapper has served as the Executive Director since 2016.

### SCHOOL OVERVIEW

Tapestry Charter School’s mission is to educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences that prioritize intellectual, social and emotional growth. Our vision for the future has evolved since we began in 2001, but our goals have remained the same. We want Tapestry to be a vibrant sustainable school that empowers learners and leaders to make a positive impact in our community and beyond.

Tapestry Charter School made its debut in 2001 as a K-4 school. Although it was initially a small intimate program for parents seeking a different schooling experience for their children, Tapestry has grown one grade per year until 2010 when we had completely expanded to a K-12 school. Our 2023-2024 school year enrollment of 1,126 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 20% of our students are white, 53% are African American, and 15% are Hispanic /Latino. 72% of our students come from economically disadvantaged families, and 16% receive special education services. As was discussed during our charter renewal in December 2020, we need to work to increase our ESL population from previous years, as it is currently at 2% of our enrollment.

Tapestry prides itself on several key design elements, including rigorous real world learning, a school culture of caring, ongoing professional development and shared leadership. These key design elements are reflected in our annual work plans that we have been creating and modifying since 2014.

Throughout the 2023-2024 school year, we have continued to modify each building’s work plan and continue to create a cohesive K-12 experience for students. Beginning in the summer of 2024, we began a partnership with DeliverEd, a consulting firm that will guide us in revisiting and aligning our K-12 vision.

We continued to follow the work plan goals that we created in the summer of 2021 that were aligned to the three dimensions of student achievement. These 3 dimensions are:

- Mastery of Skills and Knowledge
- Culture and Character
- High Quality Work

These pillars provided us with the framework around which we have worked to create a common vision and measure our progress, examine data and provide professional development to our staff. As a part of our school work plans, we develop measurable goals and action steps to achieve these goals. These goals and action steps were communicated to all stakeholders and formed the foundation of our professional development.

### ENROLLMENT SUMMARY

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	88	87	77	81	79	88	88	88	87	88	88	77	80	1097
2022-23	86	87	87	77	83	90	86	88	86	88	88	85	76	1108
2023-24	84	88	86	88	79	88	91	88	89	88	87	85	84	1126

### HIGH SCHOOL COHORTS

#### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	79	0	79
2022-23	2019-20	2019	75	2	73
2023-24	2020-21	2020	84	4	80

#### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	77	4	81
2022-23	2019-20	2019	74	1	75
2023-24	2020-21	2020	76	6	82

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	77	4	81
2022-23	2018-19	2018	74	1	75
2023-24	2019-20	2019	0	0	0

### PROMOTION POLICY

At Tapestry our students must complete all of the prescribed courses according to NYS for a Regents or an Advanced Regents Diploma. This includes the following:

- 4 years of English
- 4 years of Social studies
- 3 years of Science
- 3 years of Math
- 1 year of foreign language
- 1 full art credit
- 4 years of physical education
- 1 year of health

In addition to NYS's requirements for graduation we require our students to take the following:

- A fourth year of math

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- A fourth year of science
- 4 years of Crew.

Students do have the option of opting out of a fourth year of math or science if they are opting into a course that is deemed more challenging and in line with their future plans.

Each year students complete their core classes and have the option to take elective courses. In addition students are enrolled in co-requisite courses such as math lab as well as credit recovery courses such as Global tutorial.

### GOAL 1: HIGH SCHOOL GRADUATION

It is the goal of Tapestry Charter High School to graduate 100 percent of students into a post high school program of study no later than their fifth year in the Graduation Cohort. Each year 75 percent of students in their fourth year of the cohort will earn a Regents or Advanced Regents diploma.

#### **Graduation Goal Measure 1 - Leading Indicator**

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

#### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	85	94
2023	87	93

#### **Graduation Goal Measure 2 - Leading Indicator**

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

#### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	87	83
2021	2022-23	85	88
2022	2023-24	85	55

### Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's graduation requirements appear in this document above the graduation goal.

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	81	74	91
2019	2022-23	75	70	93
2020	2023-24	82	73	89

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	78	78	100
2018	2022-23	81	73	90
2019	2023-24	N/A	N/A	N/A

### Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

<sup>1</sup> These data reflect August graduation rates.

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	81	74	91	2547	79
2019	2022-23	75	70	93	2392	79
2020	2023-24	82	73	89	N/A	N/A

### Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

### Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	N/A	N/A
2019	2022-23	1	100%
2020	2023-24	N/A	N/A

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Tapestry Charter School has met all of its high school graduation goals. It did not meet one of its leading indicators. The total graduation cohort from Buffalo City School has not yet been released.

Type	Measure	Outcome
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<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not Enough Information
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### EVALUATION OF THE GRADUATION GOAL

While Tapestry Charter High School has always reached the majority of its graduation goals, this is the fourth year in a row that it has met all of its absolute and comparative graduation goals. While we have room for growth in one of our leading indicators, our students are gaining credits and passing Regents exams necessary to graduate on time. This means that we are on the right track with the programmatic shifts we are making and we will continue to grow in our academic culture. The action plan section below highlights how we will continue to push our staff and students towards academic excellence next year and in the future. We are extremely proud that we have maintained a graduation rate of 89%.

### ADDITIONAL CONTEXT AND EVIDENCE

The year 2023-2024 felt like a culmination of the fall out from COVID. For the first time in our history of the high school program we had students actively working to drop out of high school and pursue a GED. Of the total number of students in the class of 2024 cohort, we had seven students considered to be a “drop.” This has historically never been the case at Tapestry. Of these students three were long time Tapestry students, joining us in elementary school. One of these students never returned after the pandemic. Another two returned for their sophomore year but at the end of the year their parents informed us that school simply was not for them and they were pursuing GED programs instead of finishing high school.

One point of pride for us at Tapestry is that we know our students well, we know their families well, and those relationships will often be the reason students stick it through and work through the obstacles that get in their way. This year that was not enough. When I would discuss the impact of students leaving high school to pursue their GED the response was often, “school is not for me” or “I am planning on working a trade and not going to college and this will get me there faster.” A few students felt so in over their heads with the return of Regents exams and coursework that they couldn't even imagine fighting the uphill battle they needed to to reach the top.

As a school we believe that a high school diploma is a fundamental right for all of our students. Each of the students that did not pass this year or dropped out along the way feels like a failure. We, like many schools, have much work to do to re-engage this generation of students, help them find purpose in being in high school and begin to see high school as a critical opportunity for the rest of their lives.

### ACTION PLAN

Our goal at Tapestry will always be 100% graduation rate. We have much work to do to be on that path. When we think about how to get there and never have an experience of so many students dropping out of high school again we imagine three areas in which we need to show improvement.

The first is career exploration. The second is deeper learning and real world content and connections. The third is a focus on what it means to be a Tapestry graduate.

When students fail to finish high school most of them do not see the benefit in obtaining a high school degree. They know they want to work in a trade or profession that does not require a high school diploma and in many cases, pursuing a GED is a quicker and easier option. For this group of students we have to find ways to expose them to career programming that encourages them to finish high school and be on a pathway to career. While we are a college preparatory school we need to do a better job of connecting students to career as well as college. The reality of the workplace is more and more students are looking for jobs right out of high school as the cost and the benefit of a college education is not as apparent to students as it once was.

This year we set up initial meetings with local organizations(Northland WorkForce, UB Educational Opportunity Center) to discuss how we can better prepare our students for work in the trades and how we can pursue partnerships to give our students opportunities to earn certifications for potential jobs when they finish high school.

Next year we will be focusing our staff professional development on integrating case studies and project based learning into our curriculum. It is through deeper learning that we hope to create a culture of critical thinking through real world experiences and engaging content.

In addition, as NYS discusses the possibility of moving away from Regents exams as the sole measure of graduation requirements, we will be working as a staff to determine what it means to be a Tapestry graduate. At Tapestry we value the four C's: Character, College, Career and Citizenship. What does it mean to show mastery in each of those areas before you walk across the stage? Our entire staff will do a

deep dive into New York State's recommendations on graduation measures as we plan for and prepare for the future. As a charter school we have strong measures of accountability but paired with that we have the autonomy to pursue excellence in creative and innovative ways. It is important that we embrace that as we plan for a changing educational landscape and think of how we can best utilize the structures and talented staff we have to plan for the future of high school education.

### GOAL 2: COLLEGE PREPARATION

It is the goal of Tapestry Charter School that 100 percent of the Graduation Cohort will complete applications to two and/or four year institutions of higher learning. It is the goal of Tapestry that 95 percent of students in the Graduation Cohort will be accepted into a program of post-secondary education, two or four year institutions of higher learning or the military.

At Tapestry, college prep starts in the ninth grade through our Student Led Conference process that focuses on college, career and citizenship. Students spend their first three years of high school exploring who they are as a learner and what interests them in their future.

Our guidance counselors maintain a college and career curriculum map that includes lessons for each grade level throughout the school year.

These college and career exploration lessons are designed to support students in their discovery of self and of their future. They are most often delivered by one of the guidance counselors during our daily Crew period.

In students senior year they are enrolled in Senior Seminar which is individual time with their guidance counselor to prepare college applications, learn about financial aid and have someone to walk them through the entire college acceptance process.

In addition we hold two family nights specifically for the college prep process: a SAY YES scholarship night and a financial aid night. Those presentations are recorded so all families have access to them. We also partner with FAFSA and have a representative available to students and families.

In recent years we have noticed a trend towards more students choosing to explore career options and less wanting to enroll in post-secondary institutions. This is a national trend that has affected our students as well. As a school community our goal is to prepare our students to be successful in any field they choose. As we look to strengthen our program we continue to explore ways to ensure students are well prepared as citizens when they leave our doors. We will continue to find ways to engage students in the college preparation process while also exploring career fields and opportunities for students.

We partner with local colleges and universities to offer our students dual enrollment courses. This year we offered the following courses:

- Algebra 2- Erie Community College
- Pre-Calculus- Erie Community College
- Calculus- Erie Community College
- Survey of Math- Erie Community College
- Weight Lifting- Erie Community College
- Personal Fitness- Erie Community College

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- Criminal Justice- Erie Community College
- Yoga- Erie Community College
- Humanities- Buffalo State
- Spanish ½- Buffalo State
- EDU 100- Canisius College

It is important to us as a school community that all of our students have access to higher level and dual enrollment courses. By offering a wide variety of courses across many content areas all of our students have access to take a dual enrollment course by the end of their senior year.

In addition this year we offered EDU 100 through a partnership with Canisius College as part of a “Grow your Own” initiative. We are thrilled to continue this partnership next year as we work to cultivate the next generation of educators.

### College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

### Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Placement Course	20	2	1

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Passing a College Level Course	73	67	92
Advanced Regents Diploma	73	6	8
Overall	82	75	91

### College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

### Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	78	35	45
2019	2022-23	68	43	63

<sup>5</sup> Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2020	2023-24	N/A	N/A	N/A
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### SUMMARY OF THE COLLEGE PREPARATION GOAL

Tapestry Charter School met its college preparation goal for the 23-24 school year. There is not enough information available at this time in the year to determine if 75% of students will matriculate into college the year after graduation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	YES
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not enough information

### EVALUATION OF THE COLLEGE PREPARATION GOAL

Tapestry Charter School met its college preparation goal for the 23-24 school year. There is not enough information available at this time in the year to determine if 75% of students will matriculate into college the year after graduation. We retrieve this information from the National Clearinghouse.

### ADDITIONAL CONTEXT AND EVIDENCE

Each year we focus on how we can promote equity in our course offerings and in the students ensuring all of our students are working towards a high level of achievement. The demographic breakdown of our enrollment across AP and dual enrollment courses has stayed consistent over the past two years as evidenced below; however the percentage of Hispanic students enrolled in dual enrollment courses has increased.

Demographic Data of 2022-2023 Dual Enrollment/AP courses:

Male	Female	Asian	Black	Hispanic	White	Free/Reduced Lunch
44.70%	55%	7%	60%	5%	25%	64%

Demographic Data of 2023-2024 Dual Enrollment/AP courses:

Male	Female	Asian	Black	Hispanic	White	Free/Reduced
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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

						Lunch
47.00%	47%	0%	56%	14%	14%	64%%

In addition we have 86 students across the four grade levels enrolled in an additional honors course that is a rigorous humanities course on top of students regular course work.

Male	Female	Asian	Black	Hispanic	White	Free/Reduced Lunch
43%	57%	4%	47%	25%	35%	64%

Since the closure of school in 2020 we have continued to work on re-engaging students in school and increasing academic performance. Overall the performance of our students continues to increase as evidenced by course passing rates, performance on midterm assessments and end of year Regents exams. In looking at our midterm and Regents data since the closure due to Covid 19 we have shown steady progress in most content areas. As students continue to grow and regain their skills we know their performance will follow.

Passing Percentages (65 or higher)						
	Midterm 2022	June 2022 Regents	Midterm 2023	June 2023 Regents	Midterm 2024	June 2024 Regents
Algebra	33%	32%	43%	42.68%	59.46%	34.00%
Geometry	33.00%	14%	37% not curved	11.54%	33.3% curved	21.40%
Algebra 2	17%		33%	26.19%	33.30%	41.67%
PreCalc				n/a		
Living Environment	53.00%	52%	49%	50.00%	58%	54.12%
Earth Science	45.00%	13%	6% not curved 19% curved	35.62%		47.22%
Chemistry		0%	25% not curved	20.00%	37.50%	13.18%
Physics			0% before corrections 78% after corrections	0%		
AP Bio					52.94%	
Global 9	46.00%		44% not curved		40.91% not curved	
Global 10	45.00%	51%	56%	52.33%	69.32%	65.08%
US History	53%		39% (no grading conversion scale- teacher calculated P/F based on own calculations)	45.21%	63.29%	67.50%
ELA 9			46% not curved (MC only)	n/a		
ELA 10	37.00%		75% not curved (MC only)	n/a		
ELA 11	60.00%	67%	31% not curved	48.78%	41%	58.23%
Applied Algebra	50.00%		8% Regents Exam		4.55%	

### ACTION PLAN

This year we spent a significant amount of resources (fiscal as well as time) on creating a new ELA curriculum which is outlined more in Goal 3. In addition we have been working on responding to the decreasing math skills we see in our students which will be outlined more in Goal 4. There has also been significant work done to prepare for the changing science curriculum which we will outline in Goal 5.

In addition, as part of our work plan we are working with our teachers to implement case studies in their curriculum next year as we prepare for shifts towards more authentic assessments and real world learning. We are in a prime position to gradually make this shift as we are an EL school with a foundation in Expeditionary Learning. Real world, relevant learning is what we do and while the rebound from Covid shifted our focus to a more traditional approach to instruction, we are ready to rediscover our roots and do what we can to prepare our students for life after high school as active, engaged citizens.

## GOAL 3: ENGLISH LANGUAGE ARTS

### BACKGROUND

#### **Grades K-4**

We completed our 2nd full year of our ELA curriculum, Expeditionary Learning, K-4 Modules. Since implementing this rigorous curriculum, our students have shown vast improvement in the areas of Speaking and Listening, along with notable improvement in their writing skills. This year we added an additional 60 minutes of ELA for 3rd and 4th grade students using the ALL Block (Accountable, Learner-Centered, and Leveraged) Model. This ELA block allows for dedicated time for teachers to provide differentiated instruction within a small group setting. This allows ALL students both needing support and review of literacy concepts applied directly in texts and those that are excelling to receive instruction that matches their current levels of development.

Our K-2 students continue to benefit from our Phonics block, using the From Phonics to Reading program along with an additional 30 minute Skills block which is dedicated to small group instruction, focusing on differentiated skills within ELA. This includes phonemic awareness and phonics skills that are aligned to the science of reading shifts. Within these 30 min small group rotations, students are grouped from their Phonics to Reading data and IDI, while using decodables are paramount to applying and practicing phonemic awareness and phonics skills. This is the second year of focusing on science of reading practices that have led to de- implementing F&P assessments and using more CBM to drive instruction.

### Grades 5-8

The middle school continued to use the EL Modules for 5-8th Grade ELA curriculum during the 2023-24 school year. All ELA teachers used three (of four) modules, each of which culminated in a high quality writing piece. Teachers developed a high quality work process that provided students with models and rubrics and provided a continuous cycle of feedback. For grades 5-8, the third module was used as the springboard for a cross-curricular learning expedition during the last quarter the school year. The middle school continued to use the same ELA structure incorporated in 2022. 5th-7th grade students received ELA instruction alternating between 1 and 2 periods a day. On days with 1 period of ELA, all students received an additional literacy class. Depending on reading ability, students either received small group Tier 3 instruction with a Literacy Specialist or Tier 1/2 instruction with the General Education (ELA) teacher. In 8th grade, students identified as needing literacy support received Tier 3 literacy instruction every other day.

Throughout the year, the Instructional Coach met with the ELA and Literacy teachers to facilitate lesson development and support teachers through coaching cycles. There was a continued focus on creating a culture of writing through the Writing Initiative professional development (writing to learn; learning to write). Teachers continued to use eDoctrina for summative assessments, allowing data analysis to take place frequently. All grade-level ELA teachers used the Winter Interim to target areas of weakness for focused instruction leading up to the State exams. 5th and 8th grade ELA teachers spent time teaching strategies for taking the computer-based state assessment.

### Grades 9-12

During the 2023-2024 school year we did a deep dive into our current ELA curriculum and employed a consultant, formerly of EL schools, to work with our ELA department on writing an aligned 9-11 grade curriculum. By doing this work with our teachers, not for our teachers, we were able to keep the teacher autonomy our staff values and use the creation of the curriculum as a learning experience for our teachers as they worked to develop aligned assessment tasks and learning targets. The ELA curriculum can be found here: <https://sites.google.com/view/9-11curriculumarticulationproj/home>

We also had a new ELA teacher for ELA 11. She was fresh out of school and a great fit to our community. We supported her in this new role with weekly meetings with an instructional coach, planning sessions with her coach and observations and opportunities to look at student work. She greatly valued the time spent with our consultant as well as she was able to play a role in the development of her new curriculum.

## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

Source: Level 1 Tested Not Tested Counts

### 2023-24 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Administrative error	Medically excused	Other reason	
3	76	13	0	5	0	0	0	89
4	67	12	1	5	0	0	0	80
5	79	0	13	7	0	0	0	92
6	79	0	12	5	0	0	0	91
7	76	0	11	1	0	0	1	88
8	86	0	3	1	0	0	0	89
All	463	25	40	24	0	0	1	529

### Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	76	14	18	69	13	19
4	67	22	33	67	20	30
5	78	30	38	58	21	36
6	79	30	38	62	24	39
7	76	39	51	63	32	51
8	86	46	53	60	36	60
All	462	181	39	379	146	39

#### ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each

<sup>6</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>7</sup>

### English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
462	24	37	28	11

$$\begin{aligned}
 \text{PI} &= 37 + 28 + 11 = 76 \\
 &+ 28 + 11 = 39 \\
 &+ (.5) * [11] = 5.5 \\
 \text{PI} &= 120.5
 \end{aligned}$$

### ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>8</sup>

### 2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students *This is 2022-2023 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	19	69	27	504
4	30	67	26	500
5	36	58	23	433
6	39	62	27	475
7	51	63	26	495

<sup>7</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

<sup>8</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

8	60	60	31	603
All	39	379	27	3010

### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>9</sup>

### 2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	71.4	440.0	442.5	-0.26
4	68.7	443.0	446.1	-0.33
5	72.2	443.0	443.8	-0.08
6	72.1	447.0	443.0	0.44
7	62.5	447.0	447.6	-0.06
8	65.1	452.0	450.4	0.16
All	68.9	445.4	445.6	-0.01

### ELA Measure 5 - Growth

<sup>9</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>10</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Please see our Assessment Calendars for mainly internal but also external measurements:

[2023-24 Assessment Calendars](#)

Please see our 2023-24 Action/Work Plans for each School:

[K-4 Work Plan 23-24](#)

[MS Work Plan 23-24](#)

[HS Work Plan 23-24](#)

### 2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	52.1	50.0
5	55.9	50.0
6	64.9	50.0
7	41.5	50.0
8	64.9	50.0
All	56.5	50.0

<sup>10</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## ELA INTERNAL EXAM RESULTS

### K-4

Students in K-4 have opportunities to complete informal and formal assessments, along with performance tasks which allow students to apply their learning in real-world contexts. In following the EL Education Modules, student have the opportunity to complete mid module and end of module assessments. We take a data driven approach by using data trackers and excellent planning and DDI processes:

Weekly: unpack all lessons with your grade level team and instructional coach

End of Mod: complete assessment data tracker and then analyze with an instructional coach and team

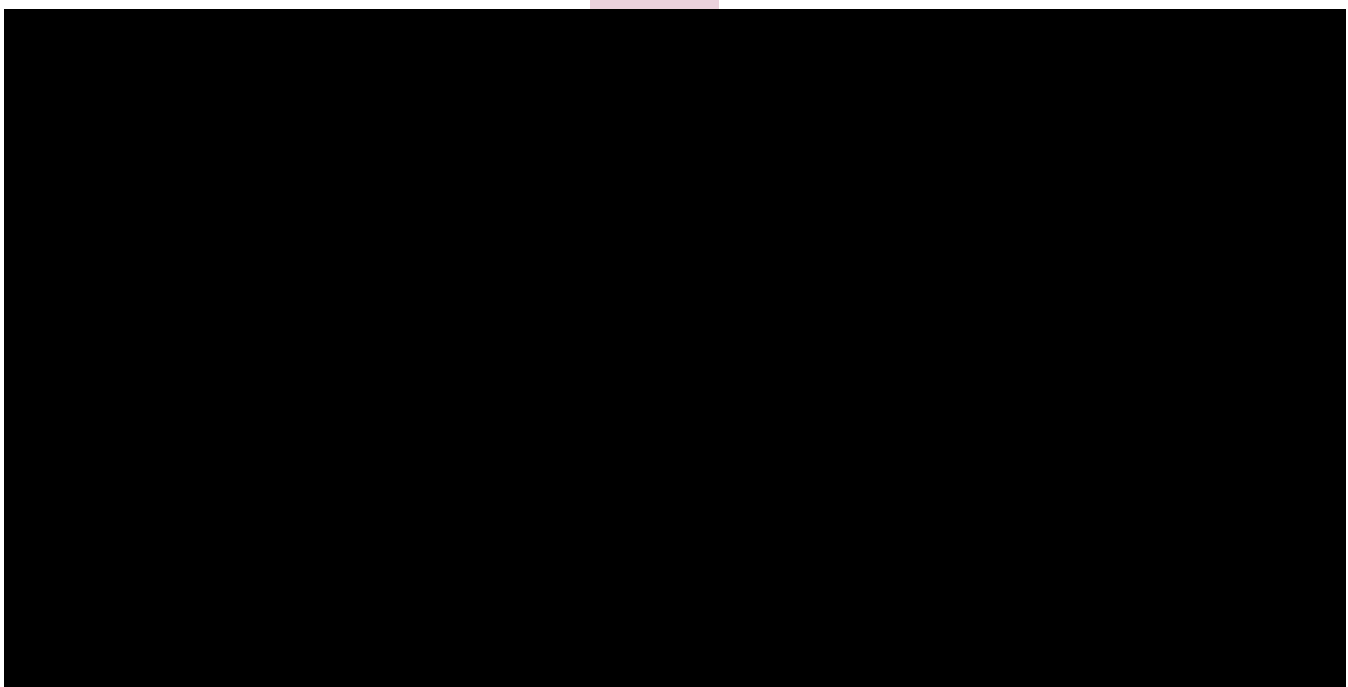
3x/yr Benchmarks: use benchmark data with CBM to drive next steps in instruction

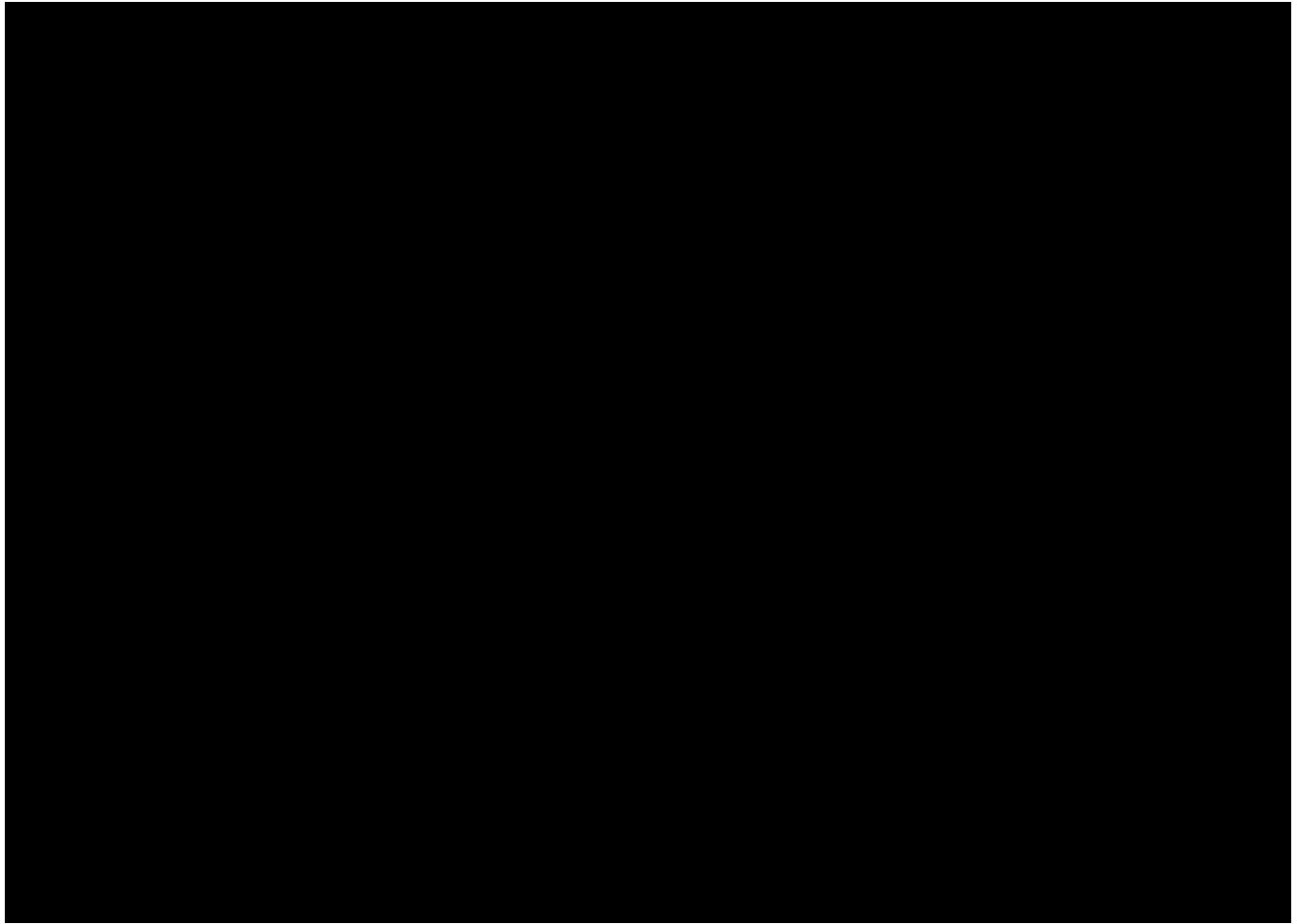
Example of CBM Module Assessment Data that is tracked (each teacher in each grade level): [Copy of 2nd Grade: EL Assessment: EOU Assessment Data:](#)

Example of a data dig: [Example of ELA Data Dig Grd 2](#)

We continued to use our NWEA assessment (Northwest Evaluation Association) to track student progress and growth while also using the data for intervention and reteaching. Our work plan goal is to have 60% of our students show growth from Fall to Spring. This year our 1st-4th grade students achieved **51.38%** growth within ELA. We are proud of the work that is currently being done within Literacy and are continuing to work and research best practices for our students.

Ls NWEA: Percentage of Students who Met or Exceeded their Projected RIT Score  
ELA & Math: Winter 2024





**5-8**

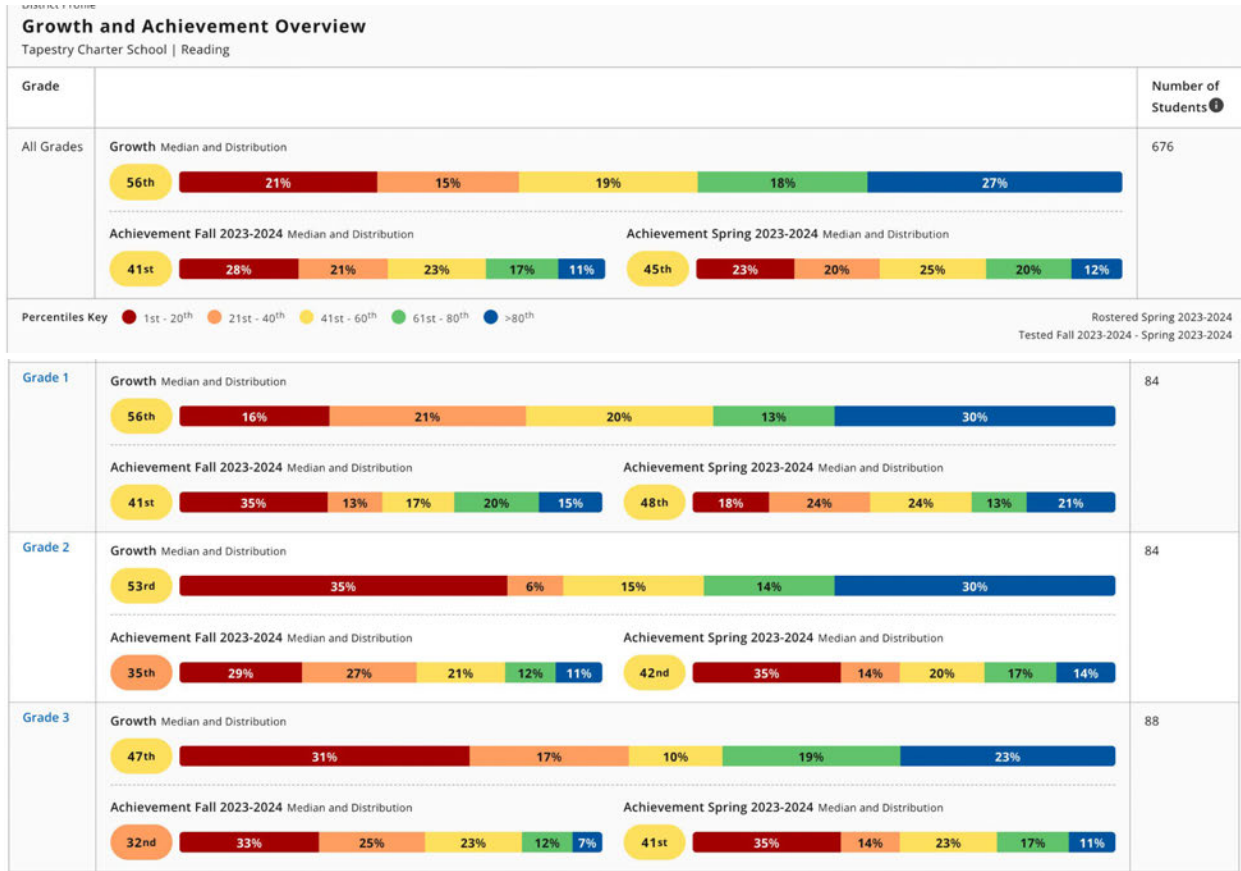
The 2023-24 was the 2nd year that 5-8 ELA teachers administered interim assessments designed by the instructional coach (tests were created using state testing calibration for text complexity and question stems for evaluating mastery of standard). The chart below indicates the percentage of students who demonstrated proficiency (equivalent to a 3 or 4 on the state test) on the three interim assessments over the course of the school year. Additionally, using NWEA's published "MAP Growth Cut Scores for NYSTP Proficiency", we have tracked the anticipated percentage of students who will receive a 3 or 4 on the state test based on their NWEA scores over the course of the school year.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Whole School		5	6	7	8	MS
<b>MKS</b>	"Standardized" Test Proficiency					
	'23 State Test	32.3%	34.9%	47.8%	42.9%	38.4%
	Fall Interim	32.1%	47.0%	20.0%	33.8%	35.1%
	Winter Interim	28.6%	46.3%	26.5%	37.2%	34.1%
	Final Exam	36.0%	45.3%	40.2%	31.0%	38.2%
	NWEA READING overall					
	BOY	24%	28%	21%	31%	25%
	MOY	26%	34%	24%	37%	30%
EOY	33%	31%	35%	37%	34%	

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA

## 2023-24 Fall to Spring: READING



## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT



### SUMMARY OF THE ELA GOAL

Overall, Tapestry did not meet its absolute goal of 75% of all tested students in their second year performing at proficiency on the NYS English Language Arts exam for grades 3-8. However, it met its absolute goal regarding aggregate PI and comparison to the school district of comparison. Tapestry did not exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above, but it did meet its growth goal for mean adjusted growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	<b>No</b>
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	<b>Yes</b>

### EVALUATION OF ELA GOAL

Tapestry fell short of expectations in regards to some of the absolute and comparative measures available. However, we have met absolute goals in regards to the aggregate PI as set forth by the state’s ESSA accountability system, the comparative goal in comparison to the school district of comparison and the growth goal of the mean adjusted percentile.

### ADDITIONAL CONTEXT AND EVIDENCE

#### K-4

Tapestry Lower School is committed to providing our students with best practices within the world of Literacy. We have taken great strides in aligning our curriculums with the latest Science of Reading research and are proud to be piloting new programs in the upcoming school year that will better serve our student population.

-As an additional piece, Tapestry Charter School was specifically awarded the 2023 Project Flight Award. [2024 Tapestry Elementary MLK Invitation Letter](#)

#### 5-8

This is the second year that student results have been tracked in this manner. In the chart below you can see a comparison of proficiency on interim assessments versus state test results.

PRIOR YEAR	5	6	7	8	MS
'22 State Test	20.0%	18.0%	49.0%	29.0%	29.0%
Fall Interim	31.3%	38.3%	21.6%	33.3%	31.1%
Winter Interim	25.6%	34.9%	32.9%	30.2%	30.9%
Final Exam	36.5%	50.6%	51.4%	31.0%	42.0%
'23 State Test	35.5%	48.7%	44.4%	53.0%	44.6%
2023 NWEA Proficiency					
BOY	23%	21%	21%	25%	22%
MOY	24%	28%	30%	27%	27%
EOY	26%	40%	35%	30%	30%

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

While there are variances, especially with 7th and 8th grade results, the overall middle school final exam proficiency rate (42%) is similar to the middle school state test proficiency rate (44.6%). The NWEA cut scores do not appear to be a reliable indicator of state test proficiency, although we will continue to monitor student results against this indicator.

If there is a correlation between final exam proficiency and state test proficiency, we could expect to see that about 40% of our middle school students receive a “proficient” score on the 2023-24 state test.

NWEA MAPS assessments continue to be used to determine students’ achievement and growth in reading. Student attitude about the test and the test results themselves were encouraging through the Winter. Students seemed to have “test fatigue” when the Spring NWEA assessment was administered, as it coincided with state Science and Math testing. Results are summarized in the chart below.

<b>NWEA READING SCORES</b>	<b>5th Grade</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>	<b>Middle School</b>
<b>Fall '23 to Spring '24 Growth</b> Percentage of Students Who Met or Exceeded Their Growth Goal	<b>60.9%</b>	<b>60.2%</b>	<b>66.7%</b>	<b>77.4%</b>	<b>66.2%</b>
% of projected growth met	124%	119%	150%	195%	
<b>Spring to Spring Growth</b>	<b>65.2%</b>	<b>59.2%</b>	<b>50.7%</b>	<b>58.7%</b>	<b>58.2%</b>
% of projected growth met	127%	107%	93%	130%	
<b>Mean RIT Score Growth (Fall to Spring)</b>					
Grade Level	<b>8.2</b>	<b>6.4</b>	<b>5.8</b>	<b>6.2</b>	
Tier 3	9.5	8.0	6.8	9.7	
Reading Growth Norm* Fall-Spring	6.5	5.2	4.2	3.7	
<b>Median Percentile</b>	*students who attended Tapestry Spring '23				
Previous Spring* ('23)	38	36	46	53	44
Fall	44	39	47	47	42
Winter	48	45	53	55	49
Spring ('24)	51	42	50	47	48

Reading results in 2022-23 were encouraging, with 69% of students achieving their Fall-Spring growth goal, and 63% of returning students achieving their Spring-Spring goal. It appears that this growth translated into higher ELA state test scores. Student reading growth in 2023-24 continued on an upward trend, especially with the 5th grade class. Tier 3 instruction also appears to be helping struggling readers “catch up” to their peers.

### ELA ACTION PLAN

**K-4**

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

To continue to stay proactive in the newest literacy research we will be piloting a new universal screener, DIBELS. In addition to this screener we will also pilot University of Florida Literacy Institute’s program, UFLI for selected K-2 classrooms. The data and feedback from both this screener and program will assist our team in determining if we will fully implement these programs in the future school years. The Following EL Core Practices will support the work of goal 1 for Mastery of Knowledge & Skills

### **MKS 1.**

Through collaboration and purposeful planning we will collect, track, analyze and share data to increase individual student achievement in Math and ELA.

CP 11 Delivering Effective Lessons

CP 19 Differentiating Instruction

CP 28 Crafting and Using Learning Targets

CP 29 Checking for Understanding in Daily Instruction

### Professional Development

- Personalized PD for grade bands/levels
- Guided planning with Literacy coach and consultant for EL curriculum (ALL BLOCK/Skills)
- Opportunities for peer observations/model classrooms
- Individual feedback/coaching from walkthroughs and observations
- Coaching Collaborative with K-12 coaches and CAO
- Informal (in the moment) coaching feedback/notes for K-4

### Planning Structures

- Weekly planning with Coaches (lesson plans, assessments)
- Planning with SPED teachers for ICT or CT models
- Coaches collaborating with teachers on data analysis and implementation of curriculum
- Weekly RTI meetings on academic progress within math and ELA
- Data check-in meetings scheduled 3x per year (during RTI days)
- Monthly planning with Literacy Coach and Consultant on ALL BLOCK and Skills Groups

### Intervention

- Literacy intervention groups (K-4) to work on deficit skills within ELA
- Bridges (Tier 2) small groups 4x per week within the classroom

The following were part of our K-4 Work Plan:

	2022-23	2023-24	2024-25
De-Implemented/ Removed		-Reading Recovery as Intervention -Guided Reading K-4 -F&P’s K-4	-DRI in Intervention -Sightwords
	SoR Practices & PD:  -Admin attended BOCES LETRs PD	-Skills Block K-2 -Grades 3 & 4 ALL Block -UFLI in Intervention -K-2: IDI (Informal Reading	-Piloting DIBELS in one classroom in K, 1, & two classrooms in 2

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Implemented/Added	-Staff Introduced to SoR -DRI in Intervention	Inventory)	-UFLI piloting in one classroom in K, 1, & two classrooms in 2 -HFW (Heart words) -K-2: IDI (Informal Reading Inventory) -CORE Phonics Survey
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### 5-8

ELA teachers will continue to use the EL ELA Modules. The instructional coach will work with teachers on incorporating student collaboration techniques, boosting student self-efficacy, and using data to drive instruction.

ELA teachers will also continue to use interim assessments in the Fall and Winter as a way to assess students' strengths and weaknesses and adjust instruction. During coaching meetings and ½ day data analysis meetings, teachers will analyze both comprehension and writing results to get a pulse on students' skills and plan for targeted instruction.

The 5th-7th grade ELA structure will remain the same. Student reading comprehension growth has continued to improve, an indication that the shift to the structure in 2022 is working. Teachers will continue to provide guided Tier 2/3 instruction to struggling readers. 8th grade students who need Tier 3 literacy support will receive it every other day opposite their Spanish class.

A shift for next school year will be using a consistent walkthrough template. This will provide instructional coaches and administrators a clearer understanding of what ELA instruction looks like in middle school and a data point when developing professional development.

The Writing Initiative that was started in 2022-23 came to a conclusion mid-year with the development of common language and tools across grade levels and departments. During the 2024-25 school year, 5-7th grade ELA Teachers will collaborate with one another as part of their APPR to share ideas, protocols, and strategies that help students become deeply engaged in writing. All ELA teachers will be part of a professional learning community focused on helping students develop strategies for successful computer-based assessment outcomes. This is in preparation for all students in the middle school taking their state assessments on the computer.

## HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>11</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>12</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	79	79	0	0
2019	2022-23	74	0	26	35
2020	2023-24	80	0	21	26

### High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines

<sup>11</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>12</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score $(c)/(a-b)$
2018	2021-22	74	0	55	74
2019	2022-23	74	0	55	74
2020	2023-24	80	0	45	56

### High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	46	77	N/A	N/A
2019	2022-23	39	0	10	26
2020	2023-24	N/A	N/A	N/A	N/A

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	46	79	N/A	N/A
2019	2022-23	39	0	26	67
2020	2023-24	N/A	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Tapestry Charter School did not meet any of its High School English Language Arts goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	<b>NC</b>
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	<b>NC</b>
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF HIGH SCHOOL ELA GOAL

While Tapestry did not meet its high school ELA goals, we did not have a lot of data for most of the goals since our seniors did not take state exams during their 8th grade year.

### ADDITIONAL CONTEXT AND EVIDENCE

As a department we use two measures to examine student growth in ELA. The HMH growth measure, given twice a year and a midterm and end of year assessment.

While not all of our students met their growth goal we did see strong growth from the beginning of the year to the end of the year specifically in ninth grade. While the number of students that met their growth goal is less in grades 10 and 11.

BOY-EOY	Grade 9 ELA	Grade 10 ELA	Grade 11 ELA
Met growth goal as determined by HMH	58.67%	25.00%	41.54%
Grew from previous score	70.67%	44.44%	49.23%

Throughout the year teachers give end of unit assessments and go through a data assessment protocol with an instructional coach. Below is a screenshot of the midterm analysis for ELA 11. Teachers work with a coach to identify trends in their data, analyze standards and plan for future teaching and support of individual students.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT



<b>STANDARDS ANALYSIS:</b> What standards or skills warrant more time for whole-class instruction, re-teaching, and review	<b>ANALYSIS:</b> Why didn't the students learn it?	<b>INSTRUCTIONAL PLAN:</b> What techniques will you use to address these standards?
R.3	Going back in the text- reading before and after the "Selected lines" referred to in the question  Making connections	Tracking characters  Practice in do nows (closer to regents prep)  Practice this skill with informational texts in research unit
R.4 & L.4	Vocab in context	Re-reading text and using context clues; practicing these skills  Teaching HOW to use context clues with many different types of texts
<b>Students of Major Concern</b> <i>*You can group students in these rows if needs are the same*</i>	<b>What They Need Most Help With</b>	<b>Instructional Plan-</b> When or How Will They Get Tutored, Supported, Addressed

IN ADDITION TO THE UNIT TEST ANALYSIS, TEACHERS EACH GIVE A MIDTERM THAT MIRRORS AN END OF YEAR ASSESSMENT (CURRENTLY REGENTS EXAM). WE HAVE WORKED TO ALIGN OUR MIDTERMS TO OUR END OF YEAR ASSESSMENTS WHICH IS INDICATED BY THE PERCENT PASSING. FOR ELA 11, WITH A NOVICE TEACHER IN THE ROLE WE SAW AN INCREASE IN SCORES FROM THE MIDTERM TO THE REGENTS EXAM WHICH IS ULTIMATELY HOW WE KNOW STUDENTS ARE LEARNING AND GROWING.

	Midterm 2022	June 2022 Regents	Midterm 2023	June 2023 Regents	Midterm 2024	June 2024 Regents	MIDTERM to REGENTS COMPARISON Percent Change Midterm -> Regents 2024
ELA 11	60.00%	67%	31% not curved	48.78%	41%	58.23%	17.23%

When looking closely at the Regents results from June it is evident that our special education students are still not performing at the level of their peers. Of the 32 students that did not receive a 65, 14 of them were students who had a 504 or an IEP. We need to continue to work on literacy skills with our special education students. In addition, we will be focusing some of our professional development time next year on effective co-teaching practices in order to better support all students.

## ACTION PLAN

As we move into year two of our newly developed ELA curriculum we will continue to work on our assessments and the alignment of text, target, topic and task. Our instructional coach will take over the work we did with our consultant last year to keep moving forward with ELA.

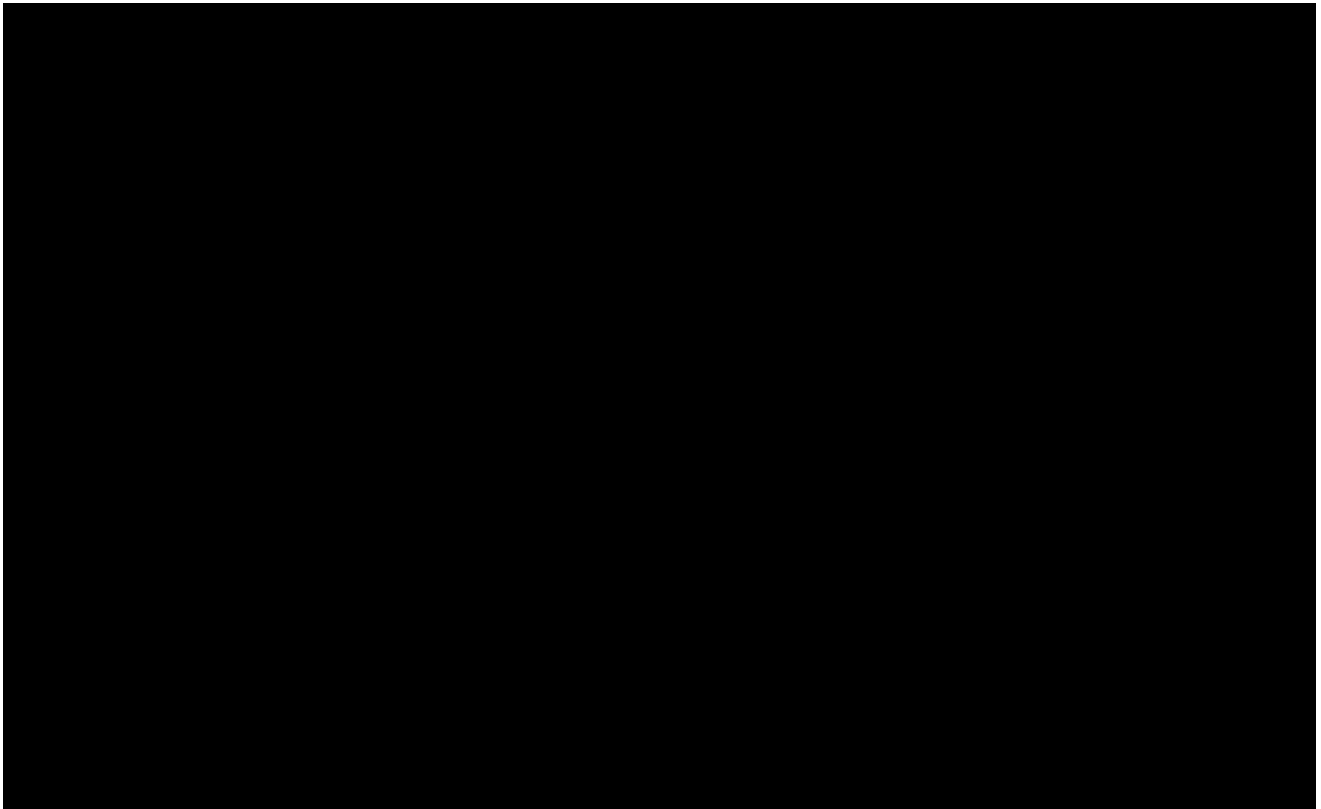
In addition, all of our teachers will engage in professional development next year around case studies and authentic assessments. As NYS continues the conversation on what it means to be a graduate we will prepare to shift our own instruction to go deeper by using case studies in our unit plans and building our staff capacity of creating and evaluating students on authentic assessments. Our ELA department is ready for this work as the foundation of their units is through guiding questions and relevant, real world connections.

### GOAL 4: MATHEMATICS

#### BACKGROUND

##### **K-4**

We use the EngageNY Math Modules for our K-4 math curriculum; this has been in place for over 7 years. In addition to the 60 minute math block, all K-4 has a 30 minute built in classroom block for Tier 2 math intervention using the Bridges program. All students have access to this tier two program and are grouped/regrouped flexibly daily/weekly depending on mastery level of skills. In addition to these we use the NWEA (see results below) and conduct data analyses around the fall and winter administrations to support growth and achievement.



**5-8**

For the 2023-2024 school year, the middle school continued to use the Eureka math curriculum in 5th grade and Math Fishtank for 6th-8th grade. In 5th grade, a second teacher was hired to allow students a double block of math. Each teacher was then assigned 2 cohorts. This allowed the 5th grade teachers to extend their core lesson to 60 minutes of instruction and provide an intervention block. In 6th-8th grade, teachers continued to provide new instruction 4 days during the week with a weekly intervention lesson, usually on the following Monday. Teachers met weekly with the instruction coach to analyze weekly exit ticket data to look for trends in misunderstandings before brainstorming re-teaching opportunities.

Teachers also continued weekly coaching meetings to discuss upcoming lessons. At the start of every unit, the instructional coach would provide support to rewrite the mid and end of module assessments using the newly released NYS assessment questions. Teachers would then backwards plan after identifying the skills and strategies necessary to solve these types of questions. Weekly feedback on lesson plans assured that the problem and practice sets aligned to exit tickets and assessments. Every assessment was completed through Edocrina. After the mid and end of unit assessments, teachers met with the instructional coach to look at trends and opportunities for improvement. After identifying which standard/skill needed to be revisited, the instructional coach modified the following unit's assessment to allow teachers to reassess student mastery.

The previous year, teachers identified their desire to learn more about the math workshop model. During monthly PD meetings, teachers were provided resources on the components and strategies on how to facilitate a math workshop. Teachers were then given opportunities to observe their peers during a math workshop and/or present sample math center tasks that they used with their students.

In the winter, teachers brainstormed ideas to prepare 5th and 8th grade students for computer based assessments. 5th grade began to assign daily exit tickets through the computer in Edocrina to expose students to the equations editor while 8th grade used workshop Mondays to give students extra practice with the equations editor.

### 9-12

For the 2023-2024 school year we focused on our Algebra curriculum as the state assessment was shifting. We increased the number of sections of Algebra in order to accommodate students who had not yet mastered the exam but also to keep class sizes small for a better teacher student ratio. In addition we started to implement the E-Math curriculum to better align to NYS standards and increase rigor. Our Algebra students are also given a math lab, a co-requisite intervention to increase the skills students need to be successful on the exam.

It is important to note that staffing was inconsistent in the math department this year. One of the Algebra teachers was out for a month due to a medical emergency. The other Algebra teacher left in February for a new job (she did return at the end of the year). A math co-teacher moved into the vacant role but that left an opening for a math co-teacher. In March our Algebra 2 teacher went out on maternity leave. Despite these staffing challenges, our department stepped up and supported one another. The maternity leave was covered by an instructional coach and the calculus teacher and the teacher that left realized she missed and valued Tapestry and returned in May to the open co-teaching role. We are entering the 2024-2025 school year fully staffed with an action plan to address the gaps we see in Math.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

### METHOD

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam  
Number of Students Tested and Not Tested

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medicall y excused	Other reason	Took Regents	
3	80	0	0	0	0	0	9	0	89
4	66	0	0	0	0	0	14	0	80
5	77	1	13	7	0	0	0	0	91
6	72	3	15	7	0	0	1	0	91
7	73	1	13	2	0	0	1	0	88
8	83	0	6	2	0	0	0	0	89
All	451	5	47	18	0	0	25	0	528

### Performance on 2023-24 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	80	23	29	73	22	30
4	66	24	36	54	21	39
5	77	25	32	59	17	29
6	72	12	17	57	11	19
7	73	32	44	59	24	41
8	83	41	49	59	35	59
All	451	157	35	361	130	36

#### Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

#### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
451	31	34	29	6

$$\begin{aligned}
 \text{PI} &= 34 + 25 + 6 = 65 \\
 &= 25 + 6 = 31 \\
 &+ (.5) * 6 = 3 \\
 \text{PI} &= 99
 \end{aligned}$$

### Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

### 2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students *This is 2021-2022 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	30	73	24	455
4	39	54	23	465
5	29	59	19	349
6	19	57	25	431
7	41	59	23	435
8	59	59	13	213
All	36	361	23	2526

### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree)

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	71.4	438.0	449.1	-0.89
4	68.7	443.0	449.7	-0.55
5	72.2	434.0	446.3	-1.03
6	72.1	439.0	446.5	-0.59
7	62.5	448.0	452.0	-0.32
8	65.1	447.0	443.0	0.28
All	68.8	441.4	447.6	-0.51

### Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>13</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their

<sup>13</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

### 2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	53.7	50.0
5	39.6	50.0
6	49.3	50.0
7	59.0	50.0
8	65.5	50.0
All	52.7	50.0

## MATHEMATICS INTERNAL EXAM RESULTS

### K-4

Students in K-4 have opportunities to complete informal and formal assessments, that are closely aligned to NYS testing standards.

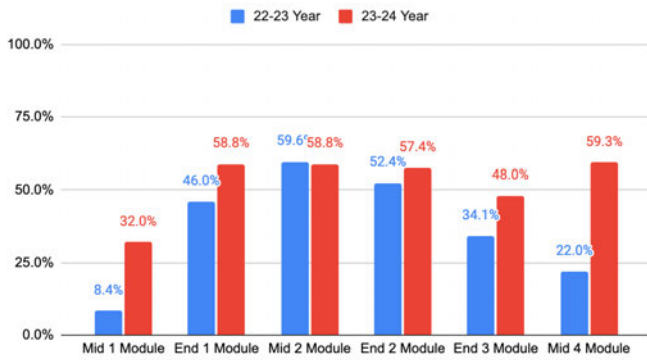
We continued to use our NWEA assessment (Northwest Evaluation Association) to track student progress and growth while also using the data for intervention and reteaching. Our work plan goal is to have 60% of our students show growth from Fall to Spring. This year our 1st-4th grade students, achieved **53.47%** growth within Mathematics. Students showed a significant this year in NWEA and we are continuing to move closer to meeting our goal of 60%

### 5-8

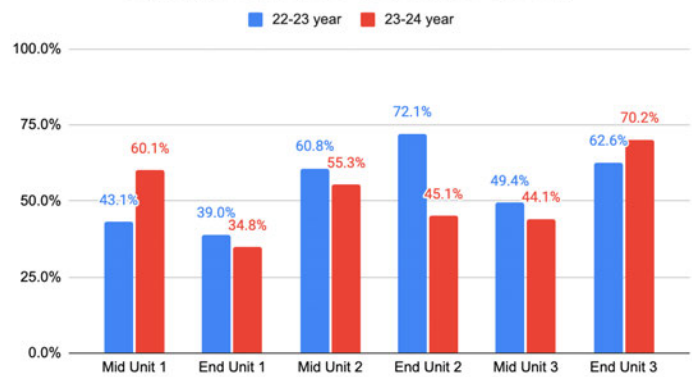
For the 2nd year, all of the math units' assessments were rewritten using released questions from the NYS assessments to ensure they were rigorous and complex. This was the second year the middle school had used the same curriculum and with only a change in staff to 5th grade, teachers were able to compare unit results to the previous year.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

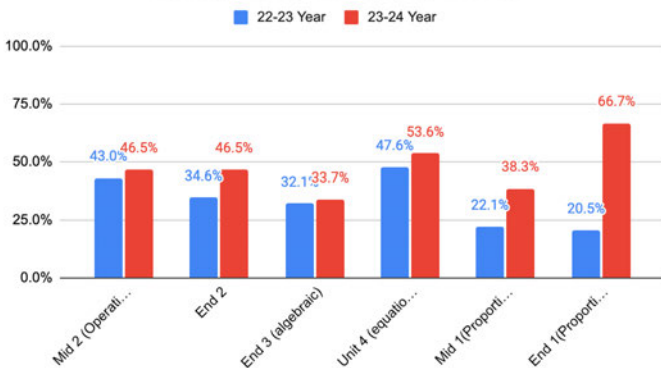
5th Math Data 22-23 Year and 23-24 Year



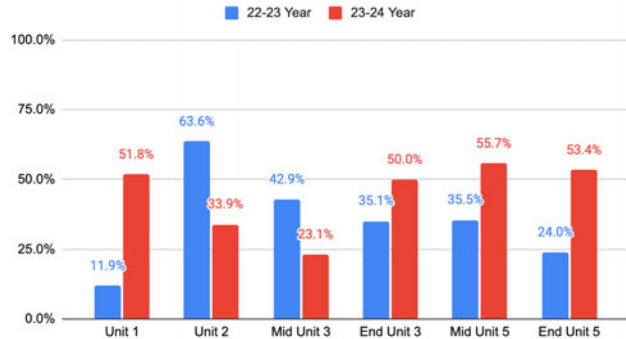
6th Math Data 22-23 Year and 23-24 Year



7th Math 22-23 Year and 23-24 Year



8th Math 22-23 Year and 23-24 Year



Since most grades had only completed their first unit by October, the department decided to wait to give a cumulative interim until February. Released questions from the power standards were pre-identified to ensure students were not exposed to them before the interim. Again, interims were administered through Edocrina. Students' scores were based on the raw to scale score conversion from the 2022-2023 New York State Mathematics assessments. Mastery was considered a level 3 or 4. After administering the assessments, teachers met several times with the instructional coach in March to review the results. Teachers identified common misconceptions using the class analysis report and created lessons/workshop structures to review and reteach these standards/skills.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Whole School		5	6	7	8	MS
<b>MKS</b>	<b>"Standardized" Test Proficiency</b>					
	'22 State Test	8.0%	16.0%	16.0%	16.0%	
	Winter Interim	30.1%	18.9%	29.0%	26.8%	26.2%
	Final Exam	59.5%	43.2%	35.3%	81.7%	54.9%
	'23 State Test	24.0%	27.0%	48.0%	48.0%	36.8%
	NWEA Math overall					
	BOY	11.0%	10.0%	16.3%	22.1%	14.9%
EOY	8.0%	13.9%	21.3%	27.6%	17.7%	

During the 2023-2024, in addition to the New York State 3rd-8th grade exams, the school primarily used NWEA assessments to measure student growth and achievement in math. Over the past few years, there has been a shift in student perception of these assessments. Teachers have observed students taking more time and students being excited when they meet their growth goals.

NWEA MATH S	5th Grade	6th Grade	7th Grade	8th Grade	Middle School
<b>Fall '23 to Spring '24 Growth</b>					
Percentage of Students Who Met or Exceeded Their Growth Goal	<b>63.2%</b>	<b>57.0%</b>	<b>62.4%</b>	<b>71.4%</b>	<b>63.5%</b>
% of projected growth met	120%	111%	137%	196%	
<b>Spring to Spring Growth</b>					
Percentage of Students Who Met or Exceeded Their Growth Goal	<b>52.2%</b>	<b>64.1%</b>	<b>62.7%</b>	<b>60.9%</b>	<b>60.2%</b>
% of projected growth met	76%	157%	137%	152%	
<b>Mean RIT Score Growth (Fall to Spring)</b>					
Grade Level	9.6	7.6	6.9	8.7	
<b>Median Percentile</b>	*students who attended Tapestry Spring '23				
Previous Spring* ('23)	24	34	34	36	32
Fall	25	25	34	36	30
Spring ('24)	27	30	36	41	34

During 2023-24, in

addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA

### 2023-24 Fall to Spring: MATH

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

District Profile		
<b>Growth and Achievement Overview</b>		
Tapestry Charter School   Math K-12		
Grade		Number of Students <sup>1</sup>
All Grades	<p><b>Growth</b> Median and Distribution</p> <p>53rd 19% 17% 21% 15% 28%</p> <hr/> <p><b>Achievement Fall 2023-2024</b> Median and Distribution      <b>Achievement Spring 2023-2024</b> Median and Distribution</p> <p>34th 33% 26% 22% 12% 7%      38th 28% 26% 22% 14% 10%</p>	674
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● &gt;80th</p>		<p>Rostered Spring 2023-2024 Tested Fall 2023-2024 - Spring 2023-2024</p>

District Profile		
<b>Growth And Achievement by Grade</b>		
Tapestry Charter School   Math K-12		
Grade <sup>↑</sup>	Sort by <input type="text" value="-- select an option --"/>	Number of Students <sup>1</sup>
Grade 1	<p><b>Growth</b> Median and Distribution</p> <p>68th 13% 9% 24% 12% 42%</p> <hr/> <p><b>Achievement Fall 2023-2024</b> Median and Distribution      <b>Achievement Spring 2023-2024</b> Median and Distribution</p> <p>47th 24% 21% 24% 17% 14%      52nd 13% 24% 27% 12% 24%</p>	84
Grade 2	<p><b>Growth</b> Median and Distribution</p> <p>31st 39% 24% 14% 8% 15%</p> <hr/> <p><b>Achievement Fall 2023-2024</b> Median and Distribution      <b>Achievement Spring 2023-2024</b> Median and Distribution</p> <p>41st 30% 20% 27% 15% 8%      36th 36% 20% 20% 18% 6%</p>	85
Grade 3	<p><b>Growth</b> Median and Distribution</p> <p>50th 26% 12% 22% 16% 24%</p> <hr/> <p><b>Achievement Fall 2023-2024</b> Median and Distribution      <b>Achievement Spring 2023-2024</b> Median and Distribution</p> <p>29th 37% 31% 14% 14% 4%      34th 38% 17% 24% 12% 9%</p>	87
Grade 4	<p><b>Growth</b> Median and Distribution</p> <p>52nd 18% 22% 20% 21% 19%</p> <hr/> <p><b>Achievement Fall 2023-2024</b> Median and Distribution      <b>Achievement Spring 2023-2024</b> Median and Distribution</p> <p>35th 32% 24% 25% 9% 10%      43rd 24% 25% 25% 16% 10%</p>	76

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT



## SUMMARY OF THE MATHEMATICS GOAL

Tapestry Charter School did not meet its absolute goals. It met one of its comparative and its growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

## EVALUATION OF THE MATHEMATICS GOAL

Tapestry fell short of expectations in regards to the absolute measures available. Mastery of our growth goal however shows that while we have work to do, we are growing students in their knowledge of mathematics.

### Additional Context and Evidence

#### K-4

Recent barriers that we have experienced have been insufficient staff and any additional resources for math interventions beyond our Tier 2 program. Another area of concern we face each year is scheduling. The number of hours of instruction in the day limits the opportunity for additional math instruction and intervention.

For the 24-25 school year, our Math Committee and the administrative team will work on auditing our current math curriculum, and assessments. In addition, we will be reviewing other data points (NWEA, Bridges) to ensure they are aligned with one another and reflect specific math skills outlined within the NYS math standards.

#### 5-8

With the shift to a double block of math in 5th grade, the math interventionist was able to pull small groups for tier 2 instruction using the Do the Math intervention. Students were screened using their fall NWEA results. Students that scored below the 40th percentile were given the pre-assessments for addition and subtraction before groups were organized. The math interventionist progress monitored after every 5 lessons and at the end of each module to determine student growth.

Pretest Score P1-3 (16 pts)	Lesson 1-5 (4 pts)	Lesson 6-10 (24 pts)	Lesson 11-15 (12 pts)	Lesson 16-20 (20 pts)	Lesson 21-25 (20 pts)	Lesson 26-30 (14 pts)	Post Score (25 pts)
*Not scoring work*	Skill: Single-Digit Subtraction w/ Open # Line	Skill: Single/Double-Digit Sub. w/ Open # Line	Skill: Single/Double-Digit Sub. w/ Open # Line	Skill: Comparing/ Take-Away Problems w/ Equations & Open # Lines	Skill: Difference using Addition & Subtraction O.N.L	Skill: Difference of 2-Digit #s using Addition & Subtraction O.N.L	*Not scoring work*
12	N/A	N/A	9	4	3	9	20
12	10/14	8	4	N/A	11	8	22
10	12/12	18	N/A	1	0	14	18
11	6/12	16	0	11	2	5	15
14	7/14	24	5	3	1	10	13
8	14/14	13	0	5	6	6	21

## MATHEMATICS ACTION PLAN

### K-4

This year our Work Plan goal is to analyze student math work effectively to identify gaps and strengths, with opportunities for vertical alignment across grade levels and ensuring a cohesive mathematics curriculum that supports student progression. For the 24-25 school year we will form a Math Committee that will include K-4 teachers. This committee will work closely together to ensure that the math curriculum aligns with state standards and best practices. They will also provide support and resources to help teachers implement effective math instruction strategies.

### 5-8

For the 2024-2025 school year, teachers will continue to use Eureka and Fishtank for their core curriculum. In 6th grade, the teacher will switch to using Eureka to provide students with a more conceptual based curriculum. The structure of a double block of math instruction in 5th grade will continue as well as workshop models in 6th-8th.

Teachers will continue to meet with the instructional coach for co-planning to identify more opportunities for student collaboration and ensure problem sets are aligned to the standards. Weekly data meetings will allow teachers to analyze their exit tickets and/or unit assessments. The instructional coach will continue to modify the unit assessments with the newly released New York State questions aligned to either a performance level 3 or 4.

A shift for next school year will be using a consistent walkthrough template. This will provide instructional coaches and administrators a clearer understanding of what math instruction looks like in middle school and a data point when developing professional development.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	79	79	77	N/A
2019	2022-23	74	N/A	N/A	N/A
2020	2023-24	80	78	0	0

### High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	88	88	N/A	N/A
2019	2022-23	74	N/A	N/A	N/A
2020	2023-24	80	78	2	100

### High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	49	77	N/A	N/A
2019	2022-23	35	33	0	N/A
2020	2023-24	N/A	N/A	N/A	N/A

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

### Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	49	77	N/A	N/A
2019	2022-23	35	33	0	0
2020	2023-24	N/A	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

There is not enough information for the majority of our measures due to the pandemic. We met one absolute goal and did not meet the other.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	<b>No</b>

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Yes
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to COVID exemptions, we cannot report on the majority of the high school mathematics goals. We met one absolute goal and did not meet the other.

### ADDITIONAL CONTEXT AND EVIDENCE

It is important to note that we consistently want our internal data to match the outcomes students have on the NYS Regents exams but that was not the case this year. Our midterm data showed promising results but student performance on the June Algebra exam did not match. Our geometry scores were more consistent but with much work to do. Our Algebra 2 scores did increase, much in part due to the master level teachers that took over those courses in the spring.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Midterm 2022	June 2022 Regents	Midterm 2023	June 2023 Regents	Midterm 2024	June 2024 Regents	MIDTERM to REGENTS COMPARISON Percent Change Midterm -> Regents 2024
<b>Algebra</b>	33%	32%	43%	42.68%	59.46%	34.00%	-25.46%
<b>Geometry</b>	33.00%	14%	37% not curved	11.54%	33.3% curved	21.40%	-11.90%
<b>Algebra 2</b>	17%		33%	26.19%	33.30%	41.67%	8.37%

Internally, in addition to our end of unit assessments and midterms we also assess students on their growth using HMH growth measures. Despite the performance on the Regents exam, the majority of our students were growing in their skills as evidenced by their growth on HMH.

BOY-EOY	Algebra	Geometry
Met growth goal as determined by HMH	69.33%	57.41%
Grew from previous score	84.00%	64.81%

### ACTION PLAN

We recognize that Math is a critical area in which we need to improve across the entire school curriculum. In the spring we did a careful audit of our program, examining what we had in place and what was missing. The information gathering tool we used can be found [here](#).

Some immediate action items we will be addressing include:

- A math intervention period for students in need of foundational math support in addition to the current math lab structure
- A switch to e-math with fidelity for Algebra, Geometry and Algebra 2
- A year long professional learning community for math teachers centered around the text: *Building Thinking Classrooms in Mathematics*
- *Instructional coaching in Algebra and Geometry*

Priorities for the 24-25 school year include:

Priorities for 2024-2025 School Area: Algebra 1 Geometry	
Implementation priorities:	<ul style="list-style-type: none"> <li>Implementing a vetted curriculum with fidelity                             <ul style="list-style-type: none"> <li>Use E-Math for Algebra and Geometry</li> </ul> </li> </ul>
Coaching:	<ul style="list-style-type: none"> <li>Weekly co-planning with instructional coach to unpack curriculum and adapt to shorter periods</li> <li>Weekly observations/co-teaching with instructional coaching</li> <li>Looking at student work weekly</li> </ul>
Math AIS	<ul style="list-style-type: none"> <li>Utilizing the math lab structure we will have an AIS period for students who have gaps in math skills</li> <li>Utilize <a href="#">standards tracker</a></li> </ul>
MATH PLC	<ul style="list-style-type: none"> <li>Math department will be in their own PLC focusing on inquiry in the math classroom                             <ul style="list-style-type: none"> <li><a href="#">Building Thinking Classrooms</a></li> </ul> </li> </ul>
Aligned Midterm	<ul style="list-style-type: none"> <li>Instructional coach will write the Algebra and Geometry midterm to align with new curriculum</li> </ul>
Other	<ul style="list-style-type: none"> <li>Common Vocab/ Anchor Chart</li> </ul>

## GOAL 5: SCIENCE

### BACKGROUND

#### K-4

K-4 students at Tapestry build their knowledge of Science through our Expedition blocks, which provide cross curricular learning opportunities. In addition to the expedition block, students also experience real world hands-on learning experiences within their weekly STEAM classes.

#### 5-8

The middle school continues to use Amplify as the core curriculum for science. After receiving feedback from the previous year, the 6th grade unit on metabolism was switched with the 8th grade unit on Earth, Moon and Sun. In December, the 5th grade science teacher left. There was a shift in staff and a long-term teacher was hired for 7th grade. For these teachers, the instructional coach provided weekly support with unpacking the units to understand the connection between lessons. Co-teaching meetings focused on utilizing the ICT teacher in a variety of co-teaching models. Veteran teachers continued to improve writing rubrics to give students more feedback on their scientific arguments.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

For the 2023-2024 year, the department focused on preparing students for the new science assessment. Department meetings gave teachers the opportunity to unpack the labs and discuss the skills necessary to answer the questions. Teachers identified the pre-requisite skills necessary to complete the labs and creating lessons to give students those opportunities.

### 9-12

We spent the 2023-2024 school year preparing for the shifts in science curriculum in Earth Science and Living Environment for the 2024-2025 school year. We elevated one of our teachers to a TOSA role of science instructional coach. This is a multi year role that allows her to work with teachers on new curriculum, co-teach and prepare the department for changes to come. Our teachers this year spent time developing their students writing strategies through the CER process and developing case studies throughout their units.

This was also the first year we offered AP Physics to students. AP Biology has always been an extremely popular course offering. This year we added AP Physics to our advanced courses. While this is an extremely challenging course we knew our students would rise to the challenge.

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam  
By Students Enrolled in At Least Their 2<sup>nd</sup> Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	60	14	23
8	40	7	18
All	100	21	21

### Science Measure 2 - Comparative

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

### 2023-24 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students <small>*Based on 2022-2023 Data</small>		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	60	14	23	N/A	N/A	N/A
8	40	7	18	2313	554	29
All	100	21	21	2313	554	29

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Tapestry Charter School did not meet either of its elementary/middle science goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	No

### EVALUATION OF THE SCIENCE GOAL

Tapestry Charter School did not meet either of its elementary/middle science goals.

### ADDITIONAL CONTEXT AND EVIDENCE

Tapestry Charter School provides its 8th grade students the ability to take a Regents course while they are still in middle school. The results of this assessment are below:

#### Performance on a Regents Science Exam

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Earth Science	23	15	65
8	2022-23	Earth Science	24	12	50
8	2023-24	Earth Science	22	17	77

## ACTION PLAN

### K-4

For the upcoming school year, our STEAM teacher, will be creating Science lessons, labs, and assessments that are aligned with our Science Standards for our 4th grade students. This will improve their knowledge and vocabulary as they transition into 5th grade and take the NYS Science assessment.

### 5-8

For the 2024-2025 school year, data analysis meetings will be scheduled at the end of every unit to allow teachers to identify strengths and areas for improvement. Teachers will transition to assessments in Edocrina to help analyze results and prepare students for computer based testing. The science department will also pilot a supplemental assessment program through InnerOrbit. This will allow students to demonstrate their knowledge of science through a new phenomenon based simulation.

A shift for next school year will be using a consistent walkthrough template. This will provide instructional coaches and administrators a clearer understanding of what science instruction looks like in middle school and a data point when developing professional development.

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science, and Chemistry. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	74	N/A	N/A
2020	2023-24	80	76	2	50

### High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Tapestry Charter School did not meet its absolute high school science goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Tapestry did not meet its absolute science goal. Due to COVID exemptions, there is not enough information to provide an outcome for the comparative goal for high school science.

### ADDITIONAL CONTEXT AND EVIDENCE

Our science regents scores showed an increase in proficiency in earth science and living environment. As we look back on our cohort data from the return to school after the pandemic it is evident that while students are improving in pockets there are still gaps in performance. With changing exams and standards moving into next year we need to be thoughtful about our curriculum and assessments.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Science	2020-2021 Remote/Hybrid Exams Optional	2021-2022 Return to School Fully Year 1	2022-2023 Return to School Fully Year 2	2023-2024 Return to School Fully Year 3
Class of 2024 (Seniors)	49.02% Living Environment	13% Earth Science	20% Chemistry	AP Physics
Class of 2025 (Juniors)	Earth Science	52% Living Environment	36% Earth Science	13% Chemistry
Class of 2026 (Sophomores)		Earth Science	50% Living Environment	47% Earth Science
Class of 2027 (Freshmen)				54% Living Environment

All of our science teachers participated in professional learning communities and unit assessment data meetings. In these meetings teachers thought about specific standards and how students performed. Doing this multiple times throughout the year builds teacher capacity and confidence in looking at data. An example is below.

SCHOOL

STANDARDS ANALYSIS: What standards or skills warrant more time for whole-class instruction, re-teaching, and review	ANALYSIS: Why didn't the students learn it?	INSTRUCTIONAL PLAN: What techniques will you use to address these standards?
Test-taking strategies (process of elimination)	1st regents style test- they wanted to use their notes	Add more Regents MC do nows and exit tickets- "think-alouds" to go over  Remediation were students have to discuss the questions with a partner
Re-teach of photosynthesis and respiration	Haven't had explicit instruction THIS year (however, should have background knowledge on it)	Specific steps of photosynthesis/ respiration  These topics spiral naturally in future units

### ACTION PLAN

As we move into the 2024-2025 school year and prepare for shifting standards and a new assessment in both Living Environment and Earth Science we have proactively shifted the responsibilities of a veteran science teacher to better prepare for these changes. The major goals and action items to address these shifts are below:

Science TOSA Coaching Work 2024-2025

What are our big goals?

- For Planning/Documentation...
  - By the end of 2024-2025 school year, all curriculum maps will be aligned to new standards

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- By the end of 2024-2025 school year, unit plans will be updated for any case study/phenomena related units
- Daily lesson plans will be linked into unit plans
  
- For Instructional Practices or Shifts...
  - Work on cross-cutting concepts
  - Work on embedding Science & Engineering Practices into daily lessons
  - New LSS textbooks to follow for new curriculum
  
- For Assessment...
  - Teachers will “Test-drive” new lab investigations (3 mandatory) this summer
  - By the end of 2024-2025, teachers will norm how to grade lab investigations using the rubric
  - Unit assessments will be aligned to new standards

This coaching role will not only include curriculum work but she will also serve as a co-teacher so in the moment, on the ground modeling and working together with the core teacher will be a priority. In addition we will continue our school wide push towards using case studies as a real world learning experience for students.

## GOAL 6: SOCIAL STUDIES

### BACKGROUND

Despite one significant change in staffing in the social studies department the results were promising in both Global History and US History. At the end of last year the Global 10 teacher moved into the role of Dean of Students. The Global 9 teacher looped up with his students and we hired a new teacher for Global 9. There was a lot of benefit in this teacher moving up, as he knew the students and the curriculum well. Both Global 10 and US History use the New Visions curriculum as a framework for their unit plans. They focused this year through their professional development on increasing writing and thinking skills. An example of a PLC(professional learning community) reflection from the US History teacher is below.

Next year we will face another significant change in the department as we retire one of our founding teachers who is the Economics and Government teacher. There is a social studies co-teacher who will be moving into that role but the loss of her leadership and experience will be missed both across the department and school wide.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

PLC #1 October 18th- December 20th	What date did you implement the strategy?	What is the student work? (Link or short description)	Personal Reflection: What did you notice about your student work?	***If participating in the Looking at Student Work Protocol: Implications- What does this mean for your teaching? What changes might you make?	***If participating in the Looking at Student Work Protocol: What are your celebrations and takeaways from the Looking at Student Work Protocol?
	11/13/23	The strategy that I chose to evaluate with the group was the Half Write writing strategy. Students were presented with a Short Essay Question- Set #1 example from the US History Exam. The task is designed to test students' ability to work with historical documents. Students were provided with two documents and were expected to write a short essay of 2 - 3 paragraphs in which they were to describe the historical context	Overall, I was pleased with the length and amount of writing that many students exhibited in class. There is a strong group of writers in the Junior class, however the area that still needs to be emphasized is the analysis piece. Still, many students are simply pulling evidence from the documents and not fully adding their own voice and thinking when analyzing the relationship between the two documents.	After reflecting, another area that I will need to adjust in the future is ensuring that students will only have class time to work on the writing piece. One, this will build stamina and provide a realistic testing environment for the students. Second, many of the students who did not finish in class and were provided an opportunity to take home, never returned their assignment and received a "Missing Grade" in the gradebook. Not only did this hurt their average, it also did not give me a glimpse as to	Many positives from colleagues. All were impressed with the quantity and quality of most of the writing. Some celebrations I received were the sentence starters and pre-written structure was organized and beneficial for students.  A suggestion for the future would be to switch up the Half-Write paragraph. Have students try to pull the historical context on their own and provide information on the relationship piece. Also, eventually lessen the amount of information in the pre-written portion.

		surrounding these documents and 2) identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)		where they are at with their writing. This accounted for approximately 40% of 11th grade students.	
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### Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	74	N/A	N/A
2020	2023-24	80	3	46	60

#### Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	72	N/A	N/A
2020	2023-24	80	2	44	56

#### Social Studies Measure 4 - Comparative

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### SUMMARY OF THE SOCIAL STUDIES GOAL

Tapestry did not meet either of its absolute Social Studies goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE SOCIAL STUDIES GOAL

Tapestry did not meet either of its absolute Social Studies goals. There is not enough information for evaluation of comparative goals,

### ADDITIONAL CONTEXT AND EVIDENCE

The 2022-2023 year was the first year since the pandemic that we had a true US History exam. Given that this was a new exam and the cohort of students taking it were deeply affected by the pandemic and had taken very few Regents exams, the June results were promising. The hope was that this year those results would continue to grow. Both our internal measures and the Regents exam are evidence that our

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

students are growing. This new exam offers students the opportunity to think critically and draw conclusions about historical events. It is important that our instruction matches that. Based on our unit assessments, midterm results and end of year assessments it is evident that our teachers are moving our students in the right direction.

	Midterm 2022	June 2022 Regents	Midterm 2023	June 2023 Regents	Midterm 2024	June 2024 Regents
<b>Global 10</b>	45.00%	51%	56%	52.33%	69.32%	65.06%
<b>US History</b>	53%		39% (no grading conversion scale- teacher calculated P/F based on own calculations )	45.21%	63.29%	67.50%

### ACTION PLAN

Moving into the 2024-2025 school year we will focus our professional learning on the development of case studies and authentic assessments. History lends itself to going deeper on engaging topics and guiding questions and using historical events as evidence for answering complex questions and topics. A tentative outline for our three cycles of professional learning are below.

	PLC 1 - 4 weeks 10/2-10/23 Departments  *full day PD 10/4	PLC 2 - 5 weeks 11/6- 12/11 differentiated by 3 groups  *full day PD 11/27	PLC 3 - differentiated/ in teams 2/5 -2/12 (in differentiated groups) 3/5-4/2 (teams)
l +	Case Study Kickoff  <b>Math-</b> "Building Thinking Classrooms"  <b>ELA, Sci, SS:</b> What is an authentic assessment? Case Study Rubric Natural places to incorporate case study MODELS! INQUIRY(guiding questions)	Planning and feedback  Baseline- "I don't know how to do a case study or I don't have a topic"  Novice - "I have an idea but could use more support in planning"  Expert group- "I'm ready to implement one. I would love feedback from other experts."  doing at least 2 full case studies per year	Looking at student work protocol (if haven't implemented yet, share case study plans)  3/14- HQW protocol full staff

In addition we will continue to support students who have not yet mastered the Regents exams through small group tutorials in September. During these tutorials students are given targeted small group instruction to prepare them to retake exams in January, and if necessary, in June. In addition we offer literacy support to our students that have growth areas in reading. This structure is critical for students. Access to complex texts is often a barrier to performance on a Regents exam. Below you can see a correlation between students' reading levels and their performance on the US History exam.

Once students are approaching grade level the exams become much more accessible to students.



## GOAL 7: ESSA

### ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

Tapestry Charter School continues to remain in good standing.